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Policy for Changes to Core Curriculum

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POLICY FOR CHANGES TO CORE CURRICULUM

General Guidelines and Formal Review Processes (Approved by CCC March 15, 2017)

PREAMBLE

Clarification of Relationship Among the Core 2005 Document, the Core Operating Manual and the Policy for Changes to the Core Curriculum.

The Core Operating Manual documents the processes specific to the Core Curriculum. The Faculty Director of the Core Curriculum (henceforth Faculty Director) is responsible for annual updating of the Core Operating Manual. The operating manual made no changes to the 2005 Core Document.

The following items fall under the purview of the **Core Operating Manual**. The Faculty Director and area directors have combined responsibility for annual updates. Some items require approval by the CCC and others require notification as outlined below.

The Core Curriculum Committee (henceforth CCC) needs to be *notified* of changes relating to these items:

- Operationalization of Student Learning Outcomes for assessment purposes (ensuring SLOs are measurable for assessment)
- Typographical errors
- Formatting errors
- Adjustments to provide conformity with other changes (from the Registrar, for instance)

The CCC must *approve* changes relating to the following:

- Core course proposal process
- Course proposal deadlines
- Exemptions
- Grading policies

Changes that constitute modifications to the 2005 Core Document and/or the Core Curriculum Structure (including the addition, deletion or revision of any area of the core outside the exceptions above) **must follow the document Policy for Changes to the Core Curriculum** approved by the [CCC, ADD DATE.] *These changes then need to be approved by the Faculty Senate and Administration.*

Definitions and examples of actions guided by the Policy for Changes to the Core Curriculum include, but are not limited to:

- 1) Addition--Creation of a completely new area of the core curriculum (proposal of an area that does not currently exist in any form).

- 2) Deletion-- Removal of an existing area of the core curriculum.
- 3) Revision-- Substantive change to an existing area of the core curriculum and/or the graduation requirement associated with that area.

Substantive revisions to an existing area of the Core Curriculum include but are not limited to:

- Changes to the number of credits.
- Changes in the number of courses (for instance, moving either FYS or GHS down to a 1-course requirement).
- Changes in core area name, core learning objective(s), core area descriptions, etc.
- Changes in curricular demands for students (more credits, more coursework, etc.).
- Changes in how student learning outcomes are met.

POLICY FOR CHANGES TO THE CORE CURRICULUM

The core curriculum consists of courses from specific areas and related activities for the achievement of specific learning outcomes.

This policy document presents guidelines for changes to the Core Curriculum that include:

- a. Proposed additions to the core curriculum;
- b. Substantive revisions to specific areas of the core curriculum; and
- c. Deletions of any content areas of the core curriculum.

The document also outlines the process for proposal submissions. These proposal guidelines refer to:

- a. Changes requested to be made to the original Core Curriculum document that was approved and published in 2005.
- b. Changes requested to be made that affect any subsequent Core Curriculum revisions that were approved since the core curriculum document's original 2005 publication up to publication of this Policy for Changes to the Core Curriculum document.

PART ONE: Proposal Development

ADDITIONS

A proposed Addition to the Core Curriculum requires a two-step process:

a) Concept proposal and b) Full proposal.

Additions to the Core Curriculum represent a change in the graduation requirement for the overall Core Curriculum. All additions must follow the guidelines outlined below.

I. CONCEPT PROPOSAL DEVELOPMENT FOR ADDITIONS TO THE CORE

Ideas for changes to the core curriculum come from many sources. The concept proposal ensures that all interested faculty and those possibly affected by the requested change have an opportunity to provide input prior to the development of a full proposal.

Once a new core area is identified, the faculty proposing the addition will prepare a two-page document addressing the questions below. The faculty proposing the addition must consult with the Faculty Director and all core area directors in identifying opportunities and limitations of the proposal. If the proposing faculty need to revise their document based on the feedback, the latest draft should be provided to the FD to ensure it reflects the suggestions offered by the core faculty directors. If a majority of area core directors and the FD approve the idea for further consideration, then the concept proposal can be forwarded to the CCC for consideration. At the Core Curriculum Committee (CCC) meeting when the concept proposal is first being considered, it is recommended that the faculty proposing the addition as well as the Faculty Director and affected core area directors all attend. In this way, feedback can be provided directly and answered, without additional meetings being needed. The CCC can respond in one of three ways:

- a) CCC requests the concept proposal be revised and resubmitted, based on feedback at the meeting;
- b) CCC approves the concept proposal with no changes or minor ones that the faculty proposal authors, Faculty Director, and core area directors agreed on at the CCC meeting; or
- c) CCC votes down the concept proposal.

The final decision shall be deliberated by CCC members after the meeting guests have departed. **If the CCC approves the concept proposal**, then the authors will prepare a full proposal as outlined in Section II below (Full Proposal Development and Required Elements). The CCC will also report to the Faculty Senate that a proposal to add to a core area is under development.

The following questions are to be addressed in the concept proposal:

- A. What is the rationale for the proposal?
- B. What evidence supports the proposal?
- C. What are the goals, objectives, and student learning outcomes?
 - Is the proposal consistent with the spirit of the Core Curriculum as expressed in the core governing document (June 2005)?
 - In what ways does the proposal impact the Core Curriculum and other academic programs? Specifically: a) demonstrate how the change can be made without increasing the Core Curriculum demands on our students or b) provide a rationale for why increasing the Core Curriculum demands on our students is necessary.
 - Are the student learning outcomes of the proposed new core area free from duplication of, or competition with a current core area(s)?
 - Is the proposal consistent with the mission and strategic plan of the University, as well as the university student learning outcomes?

D. What is the proposed timeline for implementation? Generally full implementation will be 1.5 to 2 years after approval.

II. FULL PROPOSAL DEVELOPMENT FOR ADDITIONS TO THE CORE

The following procedures for making an addition to the core curriculum are to be followed if the **concept proposal** (see above) has been approved by the Core Curriculum Committee (CCC). Both in early stages of development, and as the proposal is prepared for submission through administrative review and faculty governance, the Faculty Director should be consulted. The Faculty Director will work with the administration to identify enrollment capacity, resource needs and impacts, and actual implementation.

The proposal must include the following elements, some of which can be adopted from the concept proposal described above:

- A. Executive summary: A brief overview of the proposal, highlighting reasons for the new core area and description of resource requirements to implement (2 pg. max.).
- B. Goals of the new core area.
- C. Rationale for the proposed new core area.
- D. Explanation of how the proposed new core area advances the mission of the University and meets the spirit of the core.
- E. Educational goals, student learning outcomes (SLOs), and explanation of how SLOs will be assessed.
- F. Structure of the proposed change (how does the proposal change the existing structure of the core or graduation requirements?).
 - Specifically, describe the courses/area(s) added with potential course offerings.
 - Time line and scheduling for the new Core Curriculum program initiation.
- G. Impact on existing curriculum, faculty, and accreditation.
- H. Description of new resources required for the development and delivery of the new core area. If there are NO new resources associated with its implementation, a statement explaining this conclusion is required. Also note whether off campus site(s), hybrid, and/or online pedagogies would be used.
 - Enrollment projections for the initial five years must be included.
 - An analysis of the new area's impact on the Colleges/LSB across the university.

DELETIONS

A proposed Deletion to the Core Curriculum is a one-step process as shown below. A Deletion is defined as a proposed *removal of an existing area of the core curriculum*. While no concept document is needed for this type of change to the core curriculum, the proposing faculty must share their idea with the Faculty Director and the core area directors prior to finalizing and submitting a proposal to the CCC.

I. PROPOSAL DEVELOPMENT AND REQUIRED ELEMENTS

Proposal for deletion must include the following elements:

- A. Summary of the proposed deletion(s).
- B. Rationale for the deletion(s).
- C. Evidence supporting the deletion(s). Here, also provide a summary of the feedback and responses offered by the Faculty Director and core area directors.
- D. Explanation of how the proposed deletion(s) will affect the core curriculum student learning outcomes. If the deleted core area will result in the elimination of the affiliated SLOs from the core, answer 1-3:
 - Does the proposed deletion change the spirit of the core curriculum as expressed in the core governing document (June 2005)?
 - Does the deletion diminish or curtail the learning outcomes of the core curriculum as expressed in the core governing document (June 2005)?
 - How will the changed student learning outcomes of the core curriculum resulting from the proposed deletion be addressed?
- E. Statement indicating how the proposal for deletion(s) is consistent with the mission and strategic plan of the University.

REVISIONS

A proposed Revision to the Core Curriculum is a one-step process as shown below.

Revisions to the Core Curriculum include *substantive change to an existing area of the core curriculum and/or the graduation requirement associated with that area*. While no concept document is needed for this type of change to the core curriculum, the proposing faculty must share their idea with the Faculty Director and the core area directors prior to finalizing and submitting a proposal to the CCC.

I. PROPOSAL DEVELOPMENT AND REQUIRED ELEMENTS

Proposal must include the following elements:

- A. Summary of the proposed revision. (change in credit hours, number of courses, SLOs, class level of students).
- B. Rationale for the revision.
- C. Evidence to support the revision. Here, also provide a summary of the feedback and responses offered by the Faculty Director and area directors.
- D. Statement indicating how the revision changes the core curriculum goals and student learning outcomes. If no changes, explain.
If changes, answer 1-3:
 1. Is the revision proposal consistent with the spirit of the core curriculum as expressed in the core governing document (June 2005)?
 2. Are the learning outcomes of the revision proposal free from duplication of, or competition with a current core area(s)?
 3. How will these revised outcomes be assessed?
- E. Statement indicating how the proposed revision is consistent with the mission and strategic plan of the University.
- F. Statement indicating how the revision proposal is consistent with the strengths of the University and the capacity of the University's resources while maintaining its curricular

responsibilities.

G. Description of how the proposed revision will impact the core curriculum, non-core curriculum, faculty, and accreditation. Indicate how the proposed revision changes the existing structure of the core or graduation requirements.

H. Enrollment projections for the initial five years.

I. Analysis of impact on programs and Colleges/LSB across the university.

PART TWO: Proposal Submission Process

Once the **full proposal** (Addition, Deletion, or Revision) has been completed, authors will submit the proposal and all supporting material to CCC for processing. The following describes the steps in the proposal submission and progression process.

- CCC receives proposal and disseminates/distributes to the following for vetting of viability and to gain feedback from:
 - Core directors
 - Provost's Advisory Council
- If, based on feedback, the proposal is not viable, CCC will return the proposal to authors for opportunity for revision.
 - Revised proposal will be re-submitted to the CCC to re-initiate step 1.
- If proposal is viable, then CCC will forward proposal to Deans to be distributed to all faculty for review and feedback.
 - Colleges provide summary statement of feedback to CCC.
 - CCC will provide feedback to proposal authors for opportunity for revision.
- Final proposal returned to CCC for CCC review and action.
 - If CCC approves, the proposal will be forwarded to Faculty Senate for detailed curricular review and approval.
- If the Senate approves, when new resources are required to enact the change or revision, budget development should follow this process:

The executive director of financial planning and/or his designee should be consulted in constructing the Budget once the proposal has received administrative review by the Provost's Advisory Council and has received curricular approval by Faculty Senate. The Budget should be submitted electronically to the executive director for initial review and feedback.

Once approved by the executive director, the Budget will be forwarded to the vice president for academic affairs and the vice president for administrative affairs for discussion as deemed desirable by either party.

Once budget is approved, it progresses to publication (#6). If no new resources are associated with the proposed change to the core curriculum, no budget is created and the proposal moves directly to #6 after a positive Senate vote.

- Faculty Publication/Response Period (15 days after Registrar announcement).
- Provost/VPAA for final Academic Affairs review.

- Board of Trustees review, and approval, *if required*.

PART THREE: PERIODIC REVIEW

The Faculty Director of the Core, with guidance from the academic leader assigned to the core curriculum, is responsible for periodic assessment of the core curriculum. Any additions, revisions and deletions to the core will be considered in assessment cycles as deemed appropriate by the core administrative team.